DOCUMENT RESUME

ED 373 533 FL 022 072

TITLE	Project Clinico. Final Evaluation Report, 1992-93. OREA Report.
INSTITUTION	New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE	13 Sep 93
CONTRACT	T003M10018
NOTE	37p.
AVAILABLE FROM	Office of Educational Research, Board of Education of the City of New York, 110 Livingston Street, Room 732, Brooklyn, NY 1102.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Bilingual Education Programs; *Consultation Programs; Elementary Education; English (Second Language); Federal Aid; Federal Programs; Inservice Teacher Education; *Limited English Speaking; *Parent Education; Parent Participation; Program Effectiveness; Program Evaluation; *Special Education; Staff Development
IDENTIFIERS	New York City Board of Education

ABSTRACT

Project Clinico, a federally-funded bilingual education project, served 356 special education students of limited English proficiency in its second year of operation at six elementary schools in New York City (New York). The project provided special and modified instructional services for these students, consultation and training to teachers, paraprofessionals, and support team members, and parent activities. It offered a language enrichment program to participating students and parents to promote parental support of student work at home. While the project had only third-year objectives, significant progress toward achievement of them was noted. Objectives were for student achievement, consultation intervention, staff training, and parent involvement. The primary recommendation for program improvement at this stage was to make greater effort to reach out to parents and encourage their participation in training activities. (MSE)

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ED 373 533

OREA Report

Project Clinico
Transitional Bilingual Education Grant T003M10018
FINAL EVALUATION REPORT
1992-93

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Project Clinico
Transitional Bilingual Education Grant T003M10018
FINAL EVALUATION REPORT
1992-93

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EXECUTIVE SUMMARY

Project Clinico, an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project, was in its second year of operation in 1992-93. The project functioned at P.S. 192 and I.S. 136 in Community School District (C.S.D.) 6 in Manhattan; P.S. 70 and I.S. 147 in C.S.D. 9 in the Bronx; and P.S. 14 and P.S. 71 in C.S.D. 24 in Queens. Students numbered 356, 55 more than in the previous year. All students were of limited English proficiency (LEP) and received Special Instruction Services (SIS) I, or Modified Instruction Services (MIS) I, II, or IV. Project Clinico also provided consultation services and training to teachers, paraprofessionals, and School-Based Support Team (S.B.S.T.) members serving special education LEP students. The project also provided parental activities.

The project offered a Language Enrichment Program to students and parents. Project Clinico proposed third-year objectives only, and while there were none for OREA to evaluate in the year under review, it was noted that the project had made significant progress toward their achievement of objectives. The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Make greater efforts to reach out to parents and encourage their participation in training activities.

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project, Project Clinico, in its second year of operation.

PROJECT CONTEXT

The project operated at P.S. 192 and I.S. 136 in Community School District (C.S.D.) 6 in Manhattan; P.S. 70 and I.S. 147 in C.S.D. 9 in the Bronx; and P.S. 14 and P.S. 71 in C.S.D. 24 in Queens.

Except at the P.S. 71 location, the project served students in predominantly Latino communities. The P.S. 71 site was primarily European-American. Student populations mirrored those of the surrounding community. The student population of 1,290 at P.S. 192 was 92 percent Latino, 7 percent African-American, 1 percent Asian-American, and less than 1 percent Native American and European-American.* Over half (57 percent) of the students were of limited English proficiency (LEP) and 61 percent came from low-income families.

The student population of 1,057 at I.S. 136 was 59 percent Latino, 40 percent African-American, and 1 percent Asian-American and European-American. Over one-third (35.2 percent) of the students were LEP, and half (50 percent) came from low-income families.

At P.S. 70, the student population of 1,770 was 61 percent Latino, 34 percent African-American, 5 percent Asian-American, and less than 1 percent Native

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*Total exceeds 100 percent because of rounding.

and European-American.* About 20 percent were LEP, and most (56 percent) were from low-income households. At I.S. 147, the student population of 1,295 was composed similarly; 58 percent were Latino, 38 percent African-American, 3 percent Asian-American, and 1 percent European-American. Nineteen percent were LEP, and 45 percent were from low-income families.

At P.S. 14, the student population of 1,614 was 66 percent Latino, 16 percent African-American, 11 percent Asian-American, 7 percent European-American, and less than one percent Native American.* Almost a third (32 percent) were LEP, and 29 percent were from low-income families.

At P.S. 71, 63 percent of the 1,210 students were European-American, 31 percent were Latino, 4 percent were Asian-American, 2 percent were African-American, and less than 1 percent were Native American.* Twenty-four percent of the students were LEP, and 21 percent were from low-income families.

STUDENT CHARACTERISTICS

Project Clinico served 356 Spanish-speaking LEP special education students enrolled in kindergarten through eighth grade (see Table 1) who were certified as eligible for Special Instruction Services (SIS) I or Modified Instruction Services (MIS) I, II, or IV. Participants had been identified as being of limited English proficiency (LEP) and in need of bilingual education instructional programs. Scores on the Language Assessment Battery (LAB) at or below the 40th percentile determined LEP status.

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*Total exceeds 100 percent because of rounding.

TABLE 1

Number of Students Served by Project Clinico

School	C.S.D.	Grade Levels	Enrollment
P.S. 192	6 (Manhattan)	K - 5	90
I.S. 136	6 (Manhattan)	6 - 8	73
P.S. 70	9 (Bronx)	2 - 5	53
I.S. 147	9 (Bronx)	6 - 8	30
P.S. 14	24 (Queens)	1 - 5	53
P.S. 71	24 (Queens)	K - 5	57

The majority (53.1 percent) of project students were born in the United States. The remaining students came from one of a number of Spanish-speaking countries. (See Table 2 for countries of origin.) These students had entered the targeted schools with little or no previous academic experience or formal schooling, had demonstrated little or no ability to communicate in English, and were deficient in their native language and in school-related cognitive skills. All of the project participants came from low-income households and were eligible for the free-lunch program.

Needs Assessment

The Division of Special Education (D.S.E.) of the Board of Education of the City of New York conducted an exhaustive needs assessment of the targeted LEP students, their families, and the staff who were to serve them. This assessment revealed that the population of LEP special education students had lower English

TABLE 2

Students' Countries of Origin

Country	Number of Students	Percent
United States	189	53.1
Dominican Republic	106	29.8
Puerto Rico	36	10.1
Mexico	6	1.7
Ecuador	5	1.4
Other	14	3.9
Total	356	100.0

LAB scores than most of the other LEP students currently enrolled in bilingual/E.S.L. programs. These students also lacked native language proficiency. They were clearly identified as those most in need of bilingual/E.S.L. instructional services and enrichment programs. Simultaneously, this group was rapidly outgrowing the limited number of teachers, paraprofessionals, and School-Based Support Team (S.B.S.T.) members who had the specialized training necessary to meet their needs.

The data obtained from this assessment indicated four primary needs: (1) to develop the cognitive/academic and social abilities of SIS I and MIS I, II, IV bilingual students through use of the child's native language and appropriate E.S.L. techniques; (2) to develop and implement the consultative approach by means of on-site collaborative problem-solving and training among professionals; (3) to provide intensive teacher training and in-service training for S.B.S.T. staff on

appropriate assessment and instructional techniques for disabled LEP students; and (4) to provide the parents of LEP special education students with instruction and support necessary to make them effective participants in their child's education.

PROJECT OBJECTIVES

All objectives were proposed for 1993-94, the project's third year of funding.

Student Objectives

- By the third year of the project, a minimum of 70 percent of participating children will improve in English language skills as measured by the Language Assessment Battery.
- During the three years, progress will be evident in moving target children towards mainstream placement and in a corresponding transition towards more use of English.
- At the end of the third year, a minimum of 70 percent of pupils participating in Project Clinico will demonstrate mastery of 30 new skills consistent with the student's Individualized Education Program (I.E.P.) short term objectives for communicative skills in Spanish and English (15 in English and 15 in Spanish).
- At least 70 percent of project students, by year three, will demonstrate mastery of 10 new skills consistent with the student's I.E.P. short term objectives for social skills.

Consultation Interventions

- Within three years, a minimum of 10 short-term consultation projects will be initiated at each site as determined by completed consultation progress reports.
- By the end of the third year of the project, staff will demonstrate high satisfaction with the Consultative Assistance Model as determined by a staff survey form.

Training Sessions

- By the conclusion of the project, all staff (teachers, paraprofessionals, S.B.S.T. members) will have participated in training sessions on using appropriate instructional and assessment approaches for handicapped LEP (HLEP) children.

- At the end of three years, 100 percent of teachers of project classes will have participated in workshops on adapting and preparing curriculum materials appropriate for the target population.

- By the end of the project, 80 percent of all staff will have demonstrated mastery of skills developed in training sessions as determined by a self-evaluation knowledge instrument.

- By the end of the third year of the project, 100 percent of the S.B.S.T. members at each site will have participated in training sessions on the consultative approach.

- By the end of the third year of the project, 100 percent of the teachers at each site will have participated in training sessions on the consultative approach.

Parental Involvement

- By the end of the third year of the project, 100 percent of the parents of students participating in Project Clinico will have received materials and other information on bilingual special education and the consultative approach to enable them to assist their child at home.

- Resulting from greater understanding of their role in the project over a period of three years, parents will demonstrate their role in the educational process by increased attendance and satisfaction at training sessions.

- By the conclusion of the project period, a minimum of 50 percent of the parents will have attended workshops on strategies to assist their child at home, due process, the consultative approach, and the necessity of their input in the assessment of their children.

PROJECT IMPLEMENTATION

During the 1992-93 school year, Project Clinico provided consultation services and training to teachers, paraprofessionals, S.B.S.T. members, and parents. The project held a series of conferences and workshops for educators throughout New York City and developed a consultative assistance-team approach at project sites for short-term classroom interventions to assist with problems and provide demonstrations of curriculum adaptation. Project Clinico also offered training activities in assessment and placement for LEP students.

Instructional techniques and languages varied with grade, subject, special education classification, and each student's Individualized Education Program (I.E.P.). (See Table 3.)

Staff Development

Staff development was a major focus of the program. In August 1992, the Division of Special Education (D.S.E.) and Project Clinico sponsored the participation of thirteen special education staff (including the project director) in a four-day institute conducted in Boulder, Colorado, by the Bueno Center for Multicultural Education. Participants learned how to use seven training modules, which covered the following topics: Cultural Pluralism and Exceptionality; Cross-Cultural Language Acquisition and Communication; Second Language Acquisition, Communication, and Learning; Collaboration in the Mainstream; Classroom Management and Curriculum; Child Development; Cognitive Learning Styles and Strategies; and Adapting Instruction for Diverse Learners. Each module included detailed instructions,

TABLE 3

Language of Instruction

Level	Subject	Language of Instruction
MIS IV (Grade K-2)	Content Areas	Spanish
	Art/Music/Phys. Ed.	English with E.S.L. technique
MIS I/MIS II (Grades 3-6)	Content Areas	Varied according to student's I.E.P.
	Art/Music/Phys. Ed.	English with E.S.L. technique
MIS I/SIS I (Grades 7-9)	Content Areas	Varied according to Student's I.E.P.
	Career Education	English with E.S.L. technique
	Art/Music/Phys. Ed.	English with E.S.L. technique

handouts, audiovisual materials, and a summary of current research. In January 1993, staff from the Bueno Center came to New York to join D.S.E. staff in conducting a three-day institute in which all Project Clinico teachers and about half of the S.B.S.T. members participated. This institute dealt with the assessment and instruction of linguistically and culturally diverse students. Participating staff from Project Clinico received follow-up services in the form of demonstration lessons on site and informal consultations with individuals or small groups. S.B.S.T. members were served in a series of workshops organized jointly by the D.S.E.'s Title VII projects for Spanish-speaking special education students. From January to June, nine workshops were held and included S.B.S.T. members among their participants. Topics included "Socio-cultural Aspects of Assessment," "Individualizing Instruction in

Bilingual Special Education," and "Creative Conflict Resolution." The final workshop—on multicultural education—was for S.B.S.T. members exclusively.

In the summer of 1993, the Title VII Special Education Programs of the Board of Education of the City of New York (including Project Clinico) again helped sponsor a summer training program. This was a three-credit, five-day course given at Fordham University on the psychology of bilingual students. About 30 staff members of Project Clinico participated; the project paid tuition expenses for half of them. The course covered such topics as cross-cultural counseling, assessment of cognitive styles, and educational interventions with bilingual students.

Materials, Methods, and Techniques

The project used Title VII and D.S.E. funds to purchase supplementary teaching materials such as resource kits, library and whole-class ("Big Book") reading materials, and manipulatives. Project staff offered in-class demonstration lessons on how to adapt lessons to meet the individual needs of special education students. The project incorporated plans to develop the students' cognitive, academic, and social skills through the use of native language (Spanish) and English as a Second Language (E.S.L.) techniques. In the content areas, teachers adapted methodology to meet the students' individual needs. The consultative approach provided collaborative problem-solving, in which teachers, S.B.S.T. members, principals, parents, and the consultative assistance team engaged in efforts to benefit the target students.

During the 1992-93 school year, Project Clinico developed and disseminated a pamphlet in Spanish and English describing the design and goals of the program.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

The Division of Special Education will continue its support for Project Clinico by providing a project director. Additional tax-levy funds will be provided for instructional materials for students, training materials for the S.B.S.T. and parents, and funding staff participation in annual professional conferences on bilingual special education.

Staff Qualifications

Title VII staff. A bilingual special education teacher trainer and a bilingual school psychologist were funded by Title VII. See Table 4 for degrees and language proficiencies (teaching or communicative*.)

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as the ability to communicate and interact with students in their native language.

TABLE 4

Project Staff Qualifications

Position Title	Degree	Language Proficiency
Bilingual School Psychologist	M.S.	Spanish TP
Bilingual Special Education Teacher Trainer	Ed.S.	Spanish TP

Other staff. Tax-levy funds paid the salary of the project director, whose responsibilities included the supervision and coordination of project activities as well as staff selection and training. Tax-levy also funded the secretarial staff, 33 classroom teachers, 6 paraprofessionals, 20 S.B.S.T. members, 5 special education supervisors, and 1 bilingual guidance counselor. (See Table 5 for language proficiencies, education, and certifications.)

Instructional Time Spent on Particular Tasks

Instructional time spent on particular tasks varied widely from student to student, according to each I.E.P.

Length of Time Participants Received Instruction

Students had a mean of 0.5 years of education in their native country and 4.3 years of education in the United States. The average amount of time students had participated in Project Clinico was 8.9 months.

TABLE 5

Qualifications of Tax-Levy Staff

Position Title	Degree	Certification	Spanish Language Proficiency
Project Director	Professional Diploma	N.A.	TP
33 Classroom Teachers	1 Prof. Diploma 8 master's 24 bachelor's	31 Bil. Special Ed. 1 Bil. Speech Therapy 1 Spec. Ed. Supervision	32 TP
6 Paraprofessionals	High School +	N.A.	6 CP
20 S.B.S.T. members	1 doctorate 17 master's 1 bachelor's 1 associate's	N.A.	17 TP
5 Special Ed.Supervisors	5 Prof. Diplomas	5 Special Ed.Supervision	None
1 Bil.Guidance Counselor	Master's	Bil. Guidance Counseling	TP

Activities to Improve Pre-referral Evaluation Procedures

All students participating in Project Clinico had been placed into a special education program. They were initially referred by teachers to an S.B.S.T. (consisting of a psychologist, social worker, and educational evaluator) and a Committee on Special Education to undergo a series of tests and interviews for placement. Seventeen of the 20 S.B.S.T. members were proficient in Spanish, the home language of the target population.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a wide variety of parental and community involvement activities that included orientation sessions, 15 workshops, a Parent Advisory

Committee (PAC), and the provision of information about bilingual and special education, stress management, and conflict resolution.

A component of the project, the Language Enrichment Program, offered activities for students and their parents. Parents observed their children's learning process, assisted them in their tasks, and learned how to adapt their school activities to a home setting.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students. (There were no pretest data on students who entered the program late; for these students, posttest data will serve as pretest data for the following year.) Instruments used to measure educational progress are appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English skills in populations similar to those served by Project Clinico.

INSTRUMENTS OF MEASUREMENT

To assess students' growth in English language proficiency, OREA compared pre- and posttest scores on the LAB. All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publisher's test manual, the LAB is valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients,

based on LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the impact of staff training activities, OREA developed a simple Likert-type questionnaire which project personnel administered to all participating staff. (See Appendix B.)

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

OREA also asked project staff to report, on an OREA-developed student data form, the number of Individualized Education Program (I.E.P.) goals in English and Spanish which each student fulfilled.

Proper administration of instruments. Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at twelve-month intervals. Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were carried out by the Scan Center of the Board of Education of the City of New York. Test scoring and score conversions were accomplished electronically. Data analysis was undertaken with data from the Scan Center by analysts in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on LAB scores. The *t*-test determines whether the difference between the pre- and posttest scores is significantly greater than would be expected from chance variation alone.

The only possible threat to validity of any of the above instruments might be that LAB norms are based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

LEP Participants' Progress in English

In the year under review, 74.2 percent of the project students mastered at least 50 percent of their English I.E.P. goals. Students at half the sites showed pretest/posttest gains on the LAB (see Table 6). None of these gains, however, were significant.

The evaluation consultant observed a MIS IV bilingual E.S.L. class of nine students at P.S. 192. The lesson was structured around the question, "What do you like to eat for breakfast?" The teacher showed the class an experience chart on which the students were to indicate what they liked to eat for breakfast, then showed colorful flash cards of different foods whose names were printed in English. The teacher increased interest by having students say the name of the food and answer questions about it in song. The teacher then gave each student a two-column worksheet with pictures of the sun on one side to suggest different times of day, and pictures of various foods on the other side. The students had to circle the foods they felt were best eaten for breakfast, lunch, or dinner. As a homework assignment, the teacher told the students to ask their parents what ingredients were needed for pancakes, so that they could make them in class.

TABLE 6

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Site

Site	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S. 71	57	30	13.1	9.6	14.8	12.6	1.7	9.3	1.02
P.S. 70	53	33	16.8	10.2	11.7	7.5	-5.2	11.1	-2.68
P.S. 14	53	45	16.5	10.9	21.7	19.8	5.2	18.6	1.87
I.S. 136	73	27	7.2	11.1	7.8	10.8	0.6	5.8	0.53
P.S. 192	90	51	11.5	9.4	10.8	8.8	-0.7	10.9	-0.47
I.S. 147[a]	30	---	---	---	---	---	---	---	---
Total	356	186	13.3	10.6	13.8	13.7	0.5	12.9	0.53

[a]Data were not submitted for this site.

- While no gains were statistically significant ($p < .05$), students at half the sites and overall did show gains between pretest and posttest on the LAB.

At P.S. 192, the evaluation consultant observed an individualized reading lesson in English for a MIS I class of 11 students. The students worked independently on activities tailored to their I.E.P.s. Some students wrote words and sentences from the Project Clinico illustrated workbook, *Out Came the Sun*. Other students copied into their notebooks words and sentences that the teacher had written. After each student completed this assignment, the teacher heard him or her read and then corrected the written work on an individual basis.

LEP Participants' Progress in Native Language Arts

Students received a minimum of five periods a week of N.L.A. instruction. The majority, 64.1 percent, mastered at least 50 percent of their Spanish I.E.P. goals.

The OREA field consultant observed a MIS IV class of ten students at P.S. 71 that combined N.L.A. with art. The teacher read aloud a Spanish story about Easter. As a follow-up activity, she gave the students outlines of drawings of Easter eggs. The students selected crayons, named their colors in Spanish and English, and then colored the drawings. The teacher and paraprofessional circulated to assist the students.

LEP Participants' Academic Achievement

Content area instruction was primarily in Spanish. Classes were held five periods a week.

At P.S. 71, the field consultant observed a bilingual fourth grade mathematics class of ten MIS I students. The lesson was about how to calculate perimeters. The teacher conducted the lesson in English and Spanish.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

In this second year of Project Clinico, two children (0.6 percent) were fully mainstreamed, and eight children (2.2 percent) were promoted out of the program. OREA did not have data on mainstreaming/promotion for the previous year.

Grade Retention

Twenty-four students (6.7 percent) were retained in grade. OREA did not have grade retention data for the previous year.

Attendance

The overall attendance rate was 84.6 percent. The previous year's attendance figures were not submitted.

CASE HISTORY

J.L. was born in the Dominican Republic in 1979. He attended school sporadically until he came to New York City in July, 1992 with his mother and two younger siblings. J.L. was placed in a bilingual regular eighth grade class where it was found that he was only marginally literate in his native language. After evaluation by the S.B.S.T., he was placed in a self-contained special education program.

His teacher requested audiovisual and other materials in Spanish that would capture José's attention and motivate him to practice his reading skills. The school's career counselor helped him get a job at a grocery store, and José was beginning to realize the importance of developing his English language skills.

STAFF DEVELOPMENT OUTCOMES

Prior to the provision of services, teachers received training in the consultative approach from a special project team. Informal consultations were also held at all sites during the course of the year. Staff were given a questionnaire using a Likert-type scale from 1 ("not at all") to 5 ("a great deal") to indicate how satisfied they were with the consultative assistance model. More than three-quarters of the 56 respondents gave the highest rating. No respondent marked less than a "3," the midpoint of the scale.

In addition to the consultations, training consisted of a variety of workshops for teachers, paraprofessionals, and S.B.S.T. members. A three-day institute, cosponsored with other Title VII programs and administered by the D.S.E., provided intensive training in the assessment and instruction of bilingual special education students. In an effort reflecting a pressing practical need, project staff were working with other special education staff to develop a model for preparing I.E.P. objectives as they relate to native language and E.S.L. instruction.

On another Likert-type survey, staff were asked how much they felt their skills had developed as a result of participating in the project's training sessions. Two-thirds of the 56 respondents marked the highest rating ("a great deal") on a five-point scale. No respondent marked less than a "3," the midpoint of the scale.

PARENTAL INVOLVEMENT OUTCOMES

Project Clinico held an orientation session and a series of 14 workshops for parents. Information was offered on problems of bilingual and special education,

stress management, and techniques of conflict resolution. Parents were encouraged to participate with their children in after-school language enrichment activities and to network with other parents to learn ways of assisting their children at home. Parent participation in these activities was lower than anticipated, however. The project director expected to strengthen parental outreach.

Project Clinico made it possible for 50 parents to attend the Parents' Institute at the 16th Annual Conference of the New York State Association for Bilingual Education (SABE).

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

All proposed objectives were to be met by the end of the third year, 1993-94.

MOST AND LEAST EFFECTIVE COMPONENTS

The strengths of the program included the knowledge and skills of Project Clinico staff developers; the ability of the staff to link assessment with the instruction of bilingual special education students; the motivation of teachers and paraprofessionals to participate in staff development activities; and the support offered by supervisors, school principals, and C.S.D. administrators.

The parents needed more encouragement to attend project activities in greater numbers.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

The conclusions, based on the findings of this evaluation, lead to the following recommendation:

- Make greater efforts to reach out to parents and encourage their participation in training activities.

APPENDIX A

Instructional Materials

E.S.L.

Grade	Title	Author	Publisher
4-6	E.S.L. Training Packet for Special Education Teachers (Upper Elementary)	NYC Public Schools	NYC Instructional Publications for Bilingual E.S.L.
3-8	Teaching English as a Second Language Curriculum Guide Instructional Strategies Lesson Plan	NYC Public Schools	NYC Instructional Publications for Bilingual E.S.L.
All	Jazz Chants for Children Teacher's Edition	Carolyn Graham	Oxford University Press
3-4	E.S.L. Theme Links: *No Place Like Home*, Teacher's Guide and Big Book Student Books	*	Hampton Brown
K-3	*Goat in the Chili Patch*, Teacher's Guide and Big Book Student Books	*	Hampton Brown
3-6	*Just One Seed*, Teacher's Guide and Big Book Student Books	*	Hampton Brown
3-4	*The Little Ant*, Teacher's Guide and Big Book Student Books	*	Hampton Brown
K-3	*The Three Pups*, Teacher's Guide and Big Book Student Books	*	Hampton Brown

*Not supplied.

APPENDIX A

Instructional Materials, cont'd.

N.L.A.

Grade	Title	Author	Publisher
K-2	Días y Días de Prosa (chart, tape, anthology)	Alma Flor Ada	Hampton Brown
3-4	Días y Días de Poesía (chart, tape, anthology)	Alma Flor Ada	Hampton Brown
5-7	Días y Días de Prosa	Alma Flor Ada	Hampton Brown
*	El Sabelotodo Resource Book	Alma Flor Ada	Hampton Brown

Social Studies

Grade	Title	Author	Publisher
*	La Familia, Curriculum Unit	*	Knowledge, Inc. ETR
*	La Comunicación Unit	*	Knowledge, Inc. ETR
*	Classroom Connections: A Source for Teaching Stress Management and Fostering Self Esteem	*	Knowledge, Inc. ETR

*Not supplied.

APPENDIX A

Instructional Materials, cont'd.

S.B.S.T.

Title	Author	Publisher
Assessment SP and Remedial Education Fifth Edition	*	AGS
Psychological Testing	Anne Anastasi	AGS
"In a Pickle"	*	AGS
Adolescents at Risk: Prevalence and Prevention	*	Knowledge Indus. Inc.
Youth at Risk: A Resource for Counselor, Teacher and Parents	*	Knowledge Indus. Inc.
Changing Families: A Guide for Kids and Grownups	*	Knowledge Indus. Inc.
The Divorce Workbook: A Guide for Kids and Families	*	Knowledge Indus. Inc.
My Kind of Family: A Book for Kids in Single-Parent Homes	*	Knowledge Indus. Inc.

*Not supplied.

APPENDIX A

Instructional Materials, cont'd.

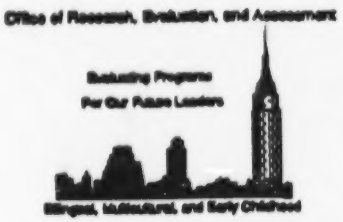
Professional Development -- Teacher Training Consultation

Title	Author	Publisher
Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions	Alba A. Ortiz and Bruce Ramirez	The Council for Exceptional Children
Hidden Youth Dropouts from Special Education	Donald L. MacMillan	The Council for Exceptional Children
Language Minority Students with Disabilities	Leonard M. Baca and Estella Almaza	The Council for Exceptional Children
Survival Guide for the First-Year Special Education Teacher	Carballo, Kemper, Cohen, Danoff, Gale, Mayer, Orton	The Council for Exceptional Children
Teaching Students with Behavioral Disorders: Basic Q & A	Lewis, Heplin, DiGangi	The Council for Exceptional Children
Behavioral Disordered Assessment for Identification and Instruction	Algozzine, Buhl, Ramsey	The Council for Exceptional Children
Reducing Undesirable Behavior	Polsgrove	The Council for Exceptional Children

APPENDIX B

Staff Development Evaluation Instrument

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, NY 11201
(718) 935-3790 FAX (718) 935-5490


Office of Research, Evaluation, and Assessment
Evaluating Programs
For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

Staff Development Questionnaire
1992-93

Program: Clinico

☐☐ 1 2

Directions: **Please write the numbers that represent your opinions in the boxes to the right.**

1. **How much have your skills developed as a result of participating in training sessions?**

Not at all 1 2 3 4 5 *A great deal* ☐ 3

2. **How satisfied are you with the Consultative Assistance Model?**

Not at all 1 2 3 4 5 *A great deal* ☐ 4

3. **Please share with us any recommendations or comments that you may have.**

Thank you for completing this questionnaire.